**ORIS Meets ORTIi**

**ORTIi Annual Conference**

**Eugene, April, 2019**

**Resources**

**Well Rounded Coordinated Learning Principles Domain:**

Center on Innovations in Learning Effective Practices Briefs

<http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf>

CEEDAR High Leverage Practices Videos

<https://highleveragepractices.org/videos/>

IES Practice Guides

<https://ies.ed.gov/ncee/wwc/PracticeGuides>

IES PLC Facilitator Guides

<https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf>

Meadows Center

<https://www.meadowscenter.org/files/resources/10Keys_Reading_Web_Revised.pdf>

**Inclusive Policy and Practice Domain:**

Teaching Tolerance Classroom and Professional Learning Resources

<http://ceedar.education.ufl.edu/cems/inclusive-education/>

CEEDAR Center Course Enhancement Module on Inclusive Education

<http://ceedar.education.ufl.edu/cems/inclusive-education/>

Oregon’s [Equity Lens](https://www.oregon.gov/cedo/Documents/Equity-Lens_CEdO_March_16_2016.pdf) and [Facilitation Tool](https://www.oregon.gov/cedo/Documents/NEW_EquityLensFacilitationTool_rebrand_9815_sa-1.pdf)

<https://www.oregon.gov/cedo/Documents/Equity-Lens_CEdO_March_16_2016.pdf>

<https://www.oregon.gov/cedo/Documents/NEW_EquityLensFacilitationTool_rebrand_9815_sa-1.pdf>

**Leadership Domain:**

SWIFT Transformation in Action Playbook leadership resources

<http://www.swiftschools.org/playbook>

The Center on School Turnaround

<https://centeronschoolturnaround.org/tools-publications/>

**WHY RTI: Resources for Evidence-Based Instruction and RTI:**

<https://www.npr.org/2019/01/02/677722959/why-millions-of-kids-cant-read-and-what-better-teaching-can-do-about-it>

McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS.

Response to Intervention: Promises, Problems, Progress. *Perspectives on Language and Literacy.* International Dyslexia Association (2017; Summer)

*Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Seidenberg, M. (2017).

Essentials of Response to Intervention. VanDerHeyden, A. M. & Burns, K. B. (2010)

**Core Curriculum and Instruction Component:**

<http://www.oregonrti.org/resources> (**Core Instruction)**

Anita Archer:

* Explicit Instruction (2011)
* Recorded webinars and supplemental handouts (<https://www.ancorapublishing.com/eia-follow-up-webinars/>)

NCII Course: Features of Explicit Instruction <https://intensiveintervention.org/intensive-intervention-features-explicit-instruction>

Research Based Methods of Reading Instruction for ELLs (Linan-Thompson, Vaughn, 2007)

Culturally Responsive Teaching and The Brain (Hammond, 2014)

Collective Efficacy: How Educators’ Beliefs impact Student Learning (Donohoo, 2017)

**Universal Screening Component:**

[**http://www.oregonrti.org/resources**](http://www.oregonrti.org/resources) **(Universal Screening, Teaming & Data Based Decision Making)**

* **[Screening/Progress Monitoring Measures & the Big](http://www.oregonrti.org/s/Screening-ProgressMonitoringmeasuresandtheBig5.pdf)** [**5**](http://www.oregonrti.org/s/Screening-ProgressMonitoringmeasuresandtheBig5.pdf)
* [**Tier 1 (100%) Meeting Agenda Fall/Winter DIBELS**](http://www.oregonrti.org/s/Tier1MeetingAgendaDIBELSNext.docx)
* [**Tier 1 (100%) Meeting Agenda Fall/Winter EasyCBM**](http://www.oregonrti.org/s/100-Meeting-Agenda-EasyCBM-2017.docx)

[**Center on Response to Intervention Review of Screening Tools**](http://www.rti4success.org/resources/tools-charts/screening-tools-chart)

[**Universal Screening (RTI Action Network)**](http://www.rtinetwork.org/essential/assessment/screening)

**Intervention Component:**

[**http://www.oregonrti.org/resources**](http://www.oregonrti.org/resources) **(Interventions):**

* **[Interventions Presentations](http://www.oregonrti.org/s/InterventionsPresentations.pptx)**
* [**Intervention Audit Form**](http://www.oregonrti.org/s/InterventionAuditForm.docx)
* [**Sample Standard Reading Protocols - Elementary**](http://www.oregonrti.org/s/SampleReadingProtocolscopy.pdf)
* [**Academic Interventions Tool Chart**](http://www.intensiveintervention.org/chart/instructional-intervention-tools) **(National Center for Intensive Interventions)**
* **[What Works Clearinghouse](http://ies.ed.gov/ncee/wwc/) (Find What Works)**

**Effective School Interventions (Burns, Riley Tillman, Rathvon, 2017)**

**Keeping RTI On Track (VanDerHeyden & Tilly, 2016)**

**Progress Monitoring Component:**

<http://www.oregonrti.org/resources> (Progress Monitoring):

* + [National Center of Intensive Intervention](http://www.intensiveintervention.org/chart/progress-monitoring)
  + [Progress Monitoring](http://www.intensiveintervention.org/chart/progress-monitoring) (RTI Action Network)
  + [Screening/Progress Monitoring Measures (AIMSWEB, DIBELS Next, and EasyCBM) & the Big 5](http://www.oregonrti.org/s/Screening-ProgressMonitoringmeasuresandtheBig5-p227.pdf)
  + [ORTIi Progress Monitoring Powerpoint](http://www.oregonrti.org/s/Progress_MonitoringPresentation.pptx)

Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention (Riley-Tillman, Burns, 2009)

**SLD Decision Making Component:**

The RTI Approach to Evaluating Learning Disabilities (Kovaleski, VanDerHeyden, Shapiro, 2013)

English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities (Klingner & Eppollito, 2014)

Learning Disabilities: From Identification to Intervention (Fletcher, Lyon, Fuchs, Barnes, 2007)

<http://www.oregonrti.org/resources> (SLD Identification)